

Spring 1-15-2001

ENG 3807-001: Victorian Literature

Duangrudi Suksang
Eastern Illinois University

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Suksang, Duangrudi, "ENG 3807-001: Victorian Literature" (2001). *Spring 2001*. 113.
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Eng 3807: Victorian Literature (Section 1) MWF 8-8:50 (311CH)
 Dr. Duangrudi Suksang (314 I CH)
 Office Hours: MWF 10-11:45; MW: 1:30-2:30 and by appointment
 Office Phone: 6986
 Home Phone: 348-0479 (before 10 p.m.)

Spring 2001

This section of Eng 3807 will attempt to place Victorian literature in a wider cultural and social context. We will examine several works of nonfictional prose, fiction, and poetry to see how the Victorians perceived their world. Prerequisite: Eng 1002C.

This course will not be conducted as a lecture course. It requires a lot of your participation in all aspects of the course. I believe in active learning. One learns more when one is actively involved in the learning process. If you look for a lecture course, then this course may not be the one you want.

TEXTS: Altick, Richard. Victorian People and Ideas
 Buckler, William E., ed. Prose of the Victorian Period
 Buckley, Jerome and George Woods, eds. Poetry of the Victorian Period
 Brontë, Charlotte. Jane Eyre (Norton 2nd ed.)
 Dickens, Charles. Hard Times (Norton 2nd ed.)
 Eliot, George. The Mill on the Floss (Riverside)
 Gissing, George. The Odd Women (Norton)
 Rossi, Alice, ed. John Stuart Mill and Harriet Taylor Mill: Essays on Sex Equality
 Nightingale, Florence. Cassandra

ATTENDANCE AND PARTICIPATION: Regular attendance and active participation are required. According to the 2000-2001 catalog,

Students are expected to attend class meetings as scheduled. When an absence does occur, **the student is responsible for the material covered during the absence** (emphasis added). When possible, the student should notify the instructor in advance of an anticipated absence.

Instructors will grant make-up privileges (when make-up is possible) to students for **properly verified absences due to illness, emergency, or participation in an official University activity**; and such absences will not militate against students in classes in which attendance is used directly in determining final grades (emphasis added). It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. (53)

In addition, the 2000-2001 catalog includes the following sentences regarding absences: "If a student establishes a record or pattern of absences of concern to the instructor, the instructor may ask the Vice President for Student Affairs to make inquiries concerning the absences. The Vice President for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences" (53).

Unless you have received my consent prior to your absence and you are able to provide me with documented evidence showing that your absence is legitimate and excusable, you are not allowed to make up tests, graded in-class exercises and/or quizzes. **Every excused absence must be supported by legitimate written evidence from a proper authority.** A phone notification or an in-class personal notification is not considered an automatically legitimate excuse. Remember it is **your responsibility** to contact either your classmates or me to find out what you have missed and/or if there has been any change made on the original syllabus during your absence.

****If you have 9 excused or unexcused absences (3 weeks of classes), you will not pass the course.** After your fifth absence, you must see me to discuss your performance in the class. **Don't forget to sign your name on the attendance sheet that I will pass around at the beginning of each class period.**

It is very important that you participate actively and seriously in your own learning process and in all class activities. Remember that nobody knows everything and everybody has something valuable to offer. **If you are not willing to work hard, then this course is not for you because you will fall behind and get frustrated.**

COURSE REQUIREMENTS : There is a lot of material to cover in one semester. Therefore, you have to be willing to work hard. If not, this course will be a heavy burden and you are not going to enjoy it. Whenever you start to hate all the work that you have to do in this course or any aspect of the course, you should reconsider whether or not you want to be in this class. Your negative attitude/feelings will definitely prevent you from learning.

1. You are required to use the MLA style of documentation and citation. You are expected to consult the MLA Handbook for Writers of Research Papers .

2. You are expected to prepare for each class by reading the assigned text(s) carefully and to participate in class discussion. For each class, whenever possible, you will work in small groups on the assigned reading selection(s). Each group will spend the first 15 minutes discussing the assigned selection. After that each group will share with the class its members' comments and observations about the assigned selection. This activity can be meaningful and enjoyable if you take it seriously. If you are not willing to keep up with the reading and participate in group discussion, I suggest that you think about whether or not you can be happy in this class.

3. Reading Responses: You will also write **4 substantial responses to nonfictional prose selections. In each response you are expected to present what each author has to say extensively, point out significant / interesting textual details and offer analytical and critical observations and comments. You can do two extra responses to replace the ones that receive low grades.**

This assignment is to help you concentrate on your reading and become more involved in it. You are expected to discuss in considerable detail what the author is talking about, how he/she is presenting his/her point, what you have learned from it, what you like or dislike about it, what you find interesting and/or significant, and how the reading has enlightened you on the author, and/or the Victorian period in general. You can also relate the reading to other authors' ideas. Feel free to include any observations you have about the reading.

Each response should be **at least 500 words** long; it can be longer. **Quantity and quality usually go hand in hand.** Your response must be typed and double-spaced. You may choose to write on reading assignments for any day of the week and turn in your response on the day the chosen reading assignment is due. I will collect all responses at the beginning of the class period. For example, if you choose to respond to reading selections assigned for Monday, you must turn in your response at the beginning of that Monday class. **You must respond to all the selections assigned for the day you choose. If you respond to half of the assignment, then you are entitled to only up to half of the total score.** I will not accept late responses. If you cannot come to class, you must arrange to have someone turn in your response to me personally before or at the beginning of the period. **I will not accept responses placed in my mailbox and will not be responsible for them. They must be given to me personally.** You can also turn them in to me ahead of time. I will accept late responses only if your absences are caused by "illness, emergency, or participation in an official University activity"; however, each time you must present legitimate evidence from a proper authority upon turning in your response.

Evaluation: Each response is worth 25 points. Your grade is based on the **quantity and quality** of your response. If your response to all the assigned selections meets the length requirement, covers the assigned reading selections somewhat adequately, but is generalized or unengaged, you will receive approximately 16 points (64 %). You will receive fewer points if your response is deemed inadequate. **If your response addresses only half of the reading assignment, you will receive only up to half of the total score.** You will receive more than 16 points if your response not only meets or exceeds the required length but also shows that you have presented each reading selection extensively, paid close attention to textual details, and responded to those details critically and analytically. **You must respond to all the items listed for the day you have chosen unless I indicate differently.**

4. To become more actively involved in your learning, you will give **oral presentations individually and as a group.** You will be asked about all the information presented in class on the exams. You are expected to present background information (presentations on Altick's Victorian People and Ideas), lead class discussion on a novel as a group, and share findings on an author as a group. You will present your poetry paper individually.

5. To sharpen your critical and analytical skills, you will write **2 papers.**

Paper #1 focuses on contemporary views on various issues. For this paper you are to look up articles in the Macmillan's Magazine (AP 4.M2, Microfilm V. 1 [1859] - V.92 [1905]), which deal with a similar broad topic. You will formulate your own thesis based on your reading of the articles and coherently present the debate or discussion on the topic by various contemporaries. You are expected to use 2 articles in your essay. Present each article thoroughly and accurately. Use The Wellesley Index to Victorian Periodicals (Z 2005 H6) to find a topic that you find interesting and to locate articles you want to use. This paper should be at least 1,000 words long (4 typed pages). It can be longer. You must include 2 articles in your bibliography or "works cited" section at the end of your essay. There are many articles you can use. Here are some of the topics you may want to consider: education, science, the woman question, suffrage, poverty, religion, art, work, economy, medicine, etc. You must not use a review essay. The articles you choose must directly address the topic.

When you turn in your paper, include a copy of each article that you have used in your essay.

Paper #2 is a review essay in which you present two critics' readings of one of the poems on the list. Then present your paper to the class by summarizing it. *Victorian Poetry* is a good source to use for this assignment. You may choose 2 journal articles or 2 essays from a collection of critical essays. Choose articles that you can totally understand and that you find interesting. You must not choose a review essay to discuss. I will not accept your review of a review essay. If you are not sure, do check with me. You may choose articles that present two similar or different views on the poem. Make sure you present each article's content fully, accurately and analytically. Read the poem carefully and offer your thoughts on and/or reading of the poem in the introduction to set up your discussion of the articles and in the conclusion to provide a basis for your evaluation of the articles. You can talk about your misreading/misunderstanding of certain parts of the poem, your frustration, and/or your confusion. Also, you can offer a reading that is different from the critics'. You must turn in a copy of each article with your paper.

6. There will be a midterm and a final.

***In order to receive a passing grade you must fulfill all course requirements.**

LATE PAPERS : Papers must be turned in on time unless you have received my prior consent. I will accept late papers also in cases of severe illness, official university activity and other urgent reasons upon presentation of a valid excuse issued by a proper authority.

The Department's statement on **plagiarism**: "Any teacher who discovers an act of plagiarism--'The appropriation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language) --has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

GRADING POLICY:

Responses (25 x 4)	100	points
Paper on Victorian society (4 pages)	200	
Paper on poetry (4 pages)	200	
Midterm	100	
Final	130	
Oral presentations/class discussion on a novel	70	
Total	800	

Your final grade is based on the number of points you have accumulated. Here is the grading scale for this course:

90-100	% A
80-89	% B
70-79	% C
60-69	% D
Below 60	%F

***If you choose to remain in this class, I assume that you accept my policy and course requirements. I also expect that you know how to use the MLA style of documentation.**
***If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.**

I encourage you to talk to me anytime. I believe in openness; feel free to discuss any problems with me so that we can solve them together. Please remember that I am ready to help and to talk with you. Come by my office (314 I CH) during the office hours, or make an appointment with me after class, or call me to set up a time that is convenient for you. I look forward to getting to know you, learning from you and working with you. I hope that you are eager to learn and take an active part in your own learning process.

Eng 3807: Syllabus (Sp 2001) This syllabus may need to be adjusted at times. If you are not in class, make sure you find out if there is any change.

Week # 1

- M Jan 8 Introduction (As a way of getting to know you, I'd like you to write me a letter introducing yourself. You can talk about what you would like to get out of this course, what you can contribute, and what makes you nervous about the class. Feel free to tell me anything about yourself.)
- W Jan 10 A review on how to quote and document
 *Work in small groups on background presentations
 Each group is responsible for presenting information in Victorian People and Ideas.
 Group 1: Chapters I & II; Group 2: Chapter III; Group 3: Chapter IV; Group 4: Chapter V; Group 5: Chapter VI; Group 6: Chapter VII; Group 7: Chapters VIII & IX. Each group must also prepare a summary handout (up to 2 typed, single-spaced pages--use narrow margins and small print) of the information contained in its assigned portion. Give me the original and I will make copies for the class after your presentation. Everyone is expected to read the text. The background information will be part of the mid-term exam.
- F Jan 12 Choose an author to research and work in small groups on background presentations.
 *Two people research the same author, prepare a handout (up to 2 typed, single-spaced pages--use narrow margins) for the class and share the findings with the class.

Week # 2

- M Jan 15 Dr. King's Birthday--No class
- W Jan 17 Library tour--Meet in the Reference Room near the Circulation Section
- F Jan 19 Background information: Group 1 (Chapters I & II)

Week # 3

- M Jan 22 Background information: Group 2 (Chapter III) & Group 3 (Chapter IV)
- W Jan 24 John Stuart Mill's "The Spirit of the Age" (Jan 1831) and Thomas Carlyle's "Characteristics" (Dec 1831)--handouts--Response #1
- F Jan 26 Background information: Groups 4 (Chapter V) and 5 (Chapter VI)

Week # 4

- M Jan 29 Thomas Macaulay's "Southey's Colloquies" (Jan 1830)--(Buckler, 20-36) and "Lord Bacon" (July 1837)--(37-55)--Response #2
- W Jan 31 Background information: Group 6 (Chapter VII)& Group 7 (Chapters VIII & IX)
- F Feb 2 Thomas Carlyle's Past and Present (1843--selections): "Labour" (144-7); "Reward" (147-53), and William Morris's "Useful Work Versus Useless Toil"(1885--handout)--Response #3

Week#5

M Feb 5 Carlyle : "Democracy" (153-62); "Captains of Industry" (162-7)--Response #4
 W Feb 7 John Stuart Mill's "Of Individuality" (On Liberty 1859)-- (272-287) and John Ruskin's
 "The Roots of Honour" (Unto This Last, 1860)--(393-405) --Response #5
 F Feb 9 Matthew Arnold's Culture and Anarchy (1869): "Sweetness and Light" -- (458-76)--
 Response #6

Week#6

M Feb 12 John Henry Newman's The Idea of University (1852, 1873): Discourse VI "Knowledge
 Viewed in Relation to Learning" (194-210)--Response #7
 W Feb 14 Arnold's "Literature and Science"(1882)--(486-501) and Thomas Huxley's "Science and
 Culture" (1881)--(526-537)--Response #8
 F Feb 16 Lincoln's Birthday--No Class

Week #7

M Feb 19 Orai presentations on authors
 W Feb 21 Orai presentations on authors
 F Feb 23 Orai presentations on authors

Week#8

M Feb 26 Orai presentations on authors
 W Feb 28 Mid-term exam
 F Mar 2 Florence Nightingale's Cassandra (1852) --Response#9

Week#9

M Mar 5 Early Essays on Marriage and Divorce"(1831-32)--Mill's essay (67-84)- and Harriet's
 essay (84-87)--Response #10
 W Mar 7 Discuss Charles Dickens's Hard Times (1854--7-110).
 F Mar 9 Discuss Hard Times (110-219).

Week#10

SPRING BREAK--MARCH 12-16

Week#11

M Mar 19 Discuss Hard Times as a whole.
 W Mar 21 Discuss Charlotte Brontë's Jane Eyre (1847)--Chapters 1-12 (5-103)
 W Mar 23 Discuss Jane Eyre--Chapters 13-22 (103-217)
**Paper#1 Due--This paper focuses on contemporary views on an issue
 presented in two articles taken from Macmillan's Magazine.**

Week#12

M Mar 26 Discuss Jane Eyre--Chapters 23-32 (217-331)
 W Mar 28 Discuss Jane Eyre--Chapters 33-38 (331-391)
 W Mar 30 Discuss Jane Eyre as a whole.

Week#13

M Apr 2 Discuss George Eliot's The Mill on the Floss (1860)--(Book First)
 W Apr 4 Discuss The Mill (Books Second and Third)
 F Apr 6 Discuss The Mill (Books Fourth and Fifth)

Week#14

M Apr 9 Discuss The Mill (Book Sixth)
 W Apr 11 Discuss The Mill (Book Seventh)
 F Apr 13 Discuss The Mill as a whole.

Week#15 **Poetry Paper Presentations:** Read the poem first and then present your paper. The poems presented will be part of the final exam. Therefore, you must pay attention to the poem and your classmate's presentation. **Turn in you paper after your presentation. (PAPER# 2)

M Apr 16	Present poetry papers
W Apr 18	Present poetry papers
F Apr 20	Present poetry papers

Week#16

M Apr 23	Present poetry papers
W Apr 25	Present poetry papers
F Apr 27	Present poetry papers and Course evaluation

Final: Wednesday, May 2, 8-10 a.m.